DOCUMENT RESUME

ED 355 964 IR 054 524

AUTHOR McCracken, John R.
TITLE A Report on Continuing Education Needs for the Nevada Library Community.
INSTITUTION Nevada State Library and Archives, Carson City.
PUB DATE Jan 92
NOTE 81p.; Prepared in cooperation with the Nevada Libraries Continuing Education Advisory Board.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Accrediting Agencies; Advisory Committees; *Certification; *Continuing Education; *Distance Education; Employment Qualifications; Government Role; Higher Education; Job Skills; Library Education; *Library Personnel; Library Planning; Library Services; Masters Degrees; Needs Assessment; Public Service; Staff Development; State Legislation; State Libraries; State Programs; *State Standards
IDENTIFIERS *Nevada

ABSTRACT

Individuals and groups within the Nevada library community recognize the need for planned continuing education opportunities established both on the job and outside the work environment. Information about the needs for continuing education was obtained from a literature review, site visits, a review of written materials, and interviews with library representatives throughout Nevada. While this report does not contain goals, objectives, or a mission statement, it does identify continuing education issues and recommend actions to be taken by the state library. The following issues are identified: (1) statutory authority; (2) the role of the Nevada Libraries Continuing Education Advisory Committee; and (3) distance learning, including issues of certificate programs, Master's Degree in Library Science programs, the Library and Information Science Distance Education Consortium, and standards for accreditation. Recommendations are made for each of these areas, which include revising state laws as necessary and hiring personnel for specific jobs to strengthen continuing education. Eight appendixes contain information about existing continuing education and descriptions of specific areas of need. (Contains 23 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED355964

A REPORT ON CONTINUING EDUCATION NEEDS FOR THE NEVADA LIBRARY COMMUNITY

Prepared in Cooperation with the

Nevada Libraries Continuing Education Advisory Board

for the

Nevada State Library and Archives
Capitol Complex
Carson City, Nevada 89710

by

John R. McCracken,
Library Consultant
2813 Sandy Lane
Fort Worth, Texas 76112
(817) 457-5839

January 1992

THIS PUBLICATION WAS FUNDED BY THE LIBRARY SERVICES AND CONSTRUCTION ACT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
John McCracken
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1205524

A REPORT ON CONTINUING EDUCATION NEEDS FOR THE NEVADA LIBRARY COMMUNITY

Prepared in Cooperation with the

Nevada Libraries Continuing Education Advisory Board

for the

Nevada State Library and Archives
Capitol Complex
Carson City, Nevada 89710

by

John R. McCracken,
Library Consultant
2813 Sandy Lane
Fort Worth, Texas 76112
(817) 457-5839

January 1992

THIS PUBLICATION WAS FUNDED BY THE
LIBRARY SERVICES AND CONSTRUCTION ACT

Prepared in 1991 by John R. McCracken, Library Consultant for the Nevada State Library and Archives. Printed in the United States of America.

Material in this volume may be photocopied for non-commercial purposes such as brief quotations embodied in critical articles and reviews, if full credit is given to the source.

For information, address:

John R. McCracken,
Library Consultant
2813 Sandy Lane
Fort Worth, Texas 76112
(817) 457-5839

ACKNOWLEDGEMENTS

Grateful recognition is extended to Anne Ramos, Librarian, Library Science Library, Texas State Library and Margaret Myers, Director, Office for Library Personnel Resources, American Library Association who provided me with relevant source materials used to substantiate several points of view expressed in this study.

I am indebted to members of the Nevada Libraries Continuing Education Advisory Committee, librarians and trustees throughout the State of Nevada, and staff members of the Nevada State Library and Archives who graciously shared their ideas and concerns on many continuing education issues.

To Joan Kerschner, Director of the Nevada State Library and Archives, belongs the credit for assisting me in shaping and orienting my approach to the special concerns of continuing education in Nevada, and who helped enlarge my understanding of Nevada library issues.

I am also indebted to Barbara L. Williams, Director of Library Services, Tarrant County Junior College, Northwest Campus, whose intellectual judgment I greatly respect. Her careful reading and cogent criticism of the manuscript were invaluable. Her question mark on the margin is sufficient to cause me to rethink and rewrite.

Special recognition is extended to Bill Strader and Diane Baker, Library Development Division, Nevada State Library and Archives, who contributed their insights, clarification, ideas, and willingness to share their concerns. They were considerate of my time and schedule, a delight to work with, and made this study a pleasant and productive experience.

TABLE OF CONTENTS

Acknowledgements		iii
Table of Contents		iv
SECTION I	INTRODUCTION	1
Overview		1
Staff Development, Continuing Education, and Competencies		8
Staff Development		9
Continuing Education		10
NSLA and Continuing Education		12
Competencies		14
Formal and Informal Education		15
Methodology		15
Technology		16
Summary		18
SECTION II	CONTINUING EDUCATION ISSUES	21
Statutory Authority		21
Nevada Libraries Continuing Education Advisory Committee		24
Distance Learning		31
Certificate Programs		31
MLS Programs		33
LISDEC		35
Standards for Accreditation, 1992-1993		37
SECTION III	RECOMMENDATIONS	39
Statutory Authority		39
Nevada Libraries Continuing Education Advisory Committee		39
Distance Learning		44
BIBLIOGRAPHY		45
APPENDIXES		
Appendix A	Definitions	48
Appendix B	Nevada Libraries Continuing Education Advisory Committee	53
Appendix C	Recommended Statements on Continuing Education to Incorporate Into Enabling Legislation	55

Appendix D	Selected Statutory Language Relating to Continuing Education in Nevada	58
Appendix E	Summary Listing of Continuing Education Programs, 1990-1991	60
Appendix F	State Participation Requirements for WICHE/UA Library Science Certificate/ Graduate Program	62
	State Commitments	62
	Graduate Assistant--Description of Responsibilities	64
	State Coordinator--Description of Duties	65
	Learning Facilities Description	65
Appendix G	Continuing Education Roles for the Nevada State Library and Archives	67
Appendix H	Competencies for the Role of the Adult Educator	69
	As a Learning Facilitator	69
	As a Program Developer	71
	As an Administrator	72

SECTION I

INTRODUCTION

Overview

Knowledgeable, adaptive, and skillful library personnel are essential for libraries to meet the rapidly changing and increasingly complex needs of their clientele. Effective libraries require proficient librarians and other library personnel who work harmoniously with colleagues, the public, and elected decision makers. In order to plan and develop sound library programs and services as well as to manage emerging organizational problems and technological advances, librarians must be competent and possess contemporary levels of expertise. Effective continuing education learning opportunities are intended to improve the skills of library personnel, and they in turn will enrich the quality of library service. In some isolated instances, such learning will occur spontaneously. In a more meaningful spirit, sound learning opportunities must be carefully planned, structured, and implemented in order to achieve practical results. Conroy (1978) suggests that systematic programs of continuing education and staff development offer the strongest possibility for increasing knowledge, improving skills, and changing attitudes of library personnel through quality learning opportunities (p. xi).

Individuals and groups within the Nevada library community recognize the need for planned continuing education opportunities established both on the job and outside the work environment. These opportunities consist of formal and informal learning

activities which lead to certain prescribed objectives. While individuals should assume primary responsibility for their own development, continuing education embodies shared cooperation and interaction among several library and educational institutions. In Nevada, the primary agencies include the Nevada State Library and Archives (NSLA), Nevada Department of Education, Nevada Library Association (NLA), University of Nevada at Las Vegas and Reno, community colleges, individual public libraries, city, county, and state personnel offices, and other related information organizations.

Continuing education is an obligation of all library employees who function in identifying, selecting, organizing, retrieving, disseminating, and making accessible the pool of recorded human knowledge. One of the major objectives of continuing education is to enhance the level of library and information services by improving the competence of library practitioners. According to the Guidelines for Quality in Continuing Education for Information, Library and Media Personnel, regular participation in continuing education enables practitioners to:

*refresh basic education by mastering new concepts in a constantly changing environment.

*keep up with the new knowledge and skills required to perform their roles responsibly.

*prepare for specialization in a new area.

*enjoy the intrinsic satisfaction resulting from learning (1988, p. 3).

David Smith's 1988 needs assessment included five recommended action steps for the Nevada library community in order to achieve a quality continuing education program. These recommendations included the implementation of a planning process, the promotion of focused, financial commitments to support a statewide program, the establishment of a structured program of continuing education courses, the reduction of inhibitions to continuing education participation, and building on the strength of the positive climate of interest in continuing education for library personnel (pp. 8-12). The NSLA responded, in part, to these recommendations by forming the Nevada Libraries Continuing Education Advisory Committee (Committee). This group was formed to foster a collaborative planning effort involving representatives throughout the Nevada library community and NSLA staff. Subsequently, the Consultant was appointed by the Director of NSLA to assist the Committee and NSLA with the planning process. A list of Committee members is included in Appendix B.

In most states, library administrators do not give planning for continuing education and staff development the same sustained attention that is devoted to budget planning for materials, equipment, and capitol improvements. The importance of continuing education is well recognized by librarians and trustees in Nevada, but that importance is not made manifest

through administrative and/or financial commitment and focus. Continuing education for library personnel and trustees appears to be categorized as "important" but not "imperative" when priorities are established and financial resources are allocated. Those resources which are designated for continuing education are not adequate to meet the need. In reviewing Appendix E, continuing education learning experiences in Nevada's recent past indicate that efforts made to meet learning needs are sporadic, uncoordinated, and non-sequential in nature. Administrative leadership does not consistently extend access to learning opportunities for all library personnel and trustees based upon their educational needs, nor does it reward or recognize their participation as learners.

In the literature, there is a notable absence of a definitive set of issues surrounding the needs of continuing education for library personnel and trustees. In virtually every state, continuing education needs are unique to an internal context within each state. The literature does not prescribe a set of skills required to systematically develop continuing education needs for library personnel and trustees on a widespread basis. However, in many states, current opportunities for library personnel and trustees to learn are becoming more adequate in quality and more sufficient in quantity. In some states, learning opportunities are tailored to address specific learning needs for targeted groups of library personnel and trustees. While these states have embarked upon an effort to

make the best use of available resources within the library field and from other disciplines, many other states continue to dwell without direction, coordination, and focus in this important endeavor.

The Nevada library community is fortunate because there is a strong recognition that increasing and changing patterns of demands for library services serve to direct attention on the responsibility to continually upgrade the skills of library personnel and trustees. Indeed, the State of Nevada is unusual with respect to its current effort to establish plans for both continuing education for personnel in all types of libraries and certification of public library personnel. According to recent surveys, there are approximately two dozen states which have established formal continuing education plans, with several others in process. Moreover, only 24 states have developed formal certification plans for public library personnel (McCracken, 1991, p. 4). The significance of this finding is that few, if any, states have developed formal plans in both areas.

Nevada library leaders acknowledge that the primary responsibility for continuing education and staff development belongs to the individual, but it is also shared by NSLA, academic libraries, public libraries, Nevada Department of Education, Nevada Library Association, and the Committee. In the near future, the Committee will play a key role in developing formal plans and written criteria for both continuing education

BEST COPY AVAILABLE

of staff in all types of libraries and certification for public library personnel. In planning for the development of future learning activities conducted by these various groups, caution must be exercised by efforts to avoid working at cross purposes or in competition with each other. Defined responsibilities and coordinated efforts should be concentrated in five (5) general areas:

1. The basic responsibility for continuing education rests with the individual who must identify his/her own educational needs. The individual is responsible for accepting the concept of life-long education and for establishing personal learning goals, and for committing time, energy, and resources necessary to achieve learning objectives. The level of involvement is commensurate with the measure of commitment and responsibility to which the individual wishes to extend himself/herself.
2. The employing library must accept continuing education as an integral function of the organization. The employing library administration should be knowledgeable of the relationship between personnel and organizational continuing education needs. Administrators must be willing to dedicate staff time and budget allocations for continuing education activities, and incentives for staff members who participate in learning opportunities must be provided on a timely and consistent manner. Continuing education activities are likely to be successful when staff development is high, and

learning experiences become significant when they are utilized in well-defined situations. Personnel policies may determine the extent to which staff will participate in staff development programs, continuing education activities of professional associations, and other learning opportunities outside the employing library.

3. The state library agency is responsible for coordinating continuing education activities on a statewide basis with an adequate level of financial and staff support. The state library agency identifies priority continuing education needs within the state, and it provides and/or sponsors continuing education activities based upon a formal statewide plan. Consulting and coordinating services in the area of continuing education are logical state library agency responsibilities.

4. The state library association is responsible for encouraging learning needs on a statewide basis, but these needs are not necessarily incorporated into a formal plan. The state library association organizes and implements efforts to disseminate new ideas and promote new skills. Conference time and resources for learning skills are committed along with assigning staff and committees with specific responsibilities for continuing education. In some states, the state library association establishes guidelines and standards for continuing education activities. It is not uncommon for the state library association and the state

BEST COPY AVAILABLE

library agency to work cooperatively in reaching common objectives.

5. Universities and library schools offer graduate and undergraduate courses designed either for the practitioner or for those entering the profession. The universities serve as resources, providing faculty for learning activities sponsored by other organizations. Faculty members often are able to cooperate with statewide groups in producing continuing education activities. Where applicable, library schools serve as a laboratory where experimentation, research, and evaluation can occur and become valuable learning experiences for students and practitioners.

Staff Development, Continuing Education, and Competencies

Varying discussions in the literature as well as conversations with practitioners in the field suggest that the terms "staff development" and "continuing education" often are incorrectly used synonymously. Such confusion tends to retard the development of both kinds of educational opportunities in that the issue of who has responsibility for what is overlooked. Conroy (1978) states that the absence of a distinction between these two terms has delayed initiatives that could have resulted in sound educational programming (p. xiv). Definitions of the terms "staff development" and "continuing education," as well as many others are included in Appendix A.

Staff Development

At the heart of staff development is the training needed by individual employees to meet the needs of the employing library. Staff development activities are aimed at strengthening the library's capability to effectively achieve its mission and goals. The primary focus is on the needs of the library rather than on the individual. To be effective, staff development learning opportunities must be meaningfully integrated with other functions of the library and with the work environment as a whole.

The employing library must accept responsibility for the encouragement of growth, development, motivation and productivity of groups and individuals who perform distinct tasks in a prescribed manner. There must be a positive climate which stimulates staff members to benefit from learning experiences in order for them to understand and implement library policies and programs. A dynamic staff development program will attest to the ability of the individual and the library to grow. It enables each to contribute to the growth of the other.

In her approach to staff development, Creth (1986) suggests there are three dimensions in each job that an employee must master in order to perform effectively: knowledge, skill, and ability.

> Knowledge refers to the information that is needed to perform a set of activities efficiently and effectively. Examples are knowledge of

> reference tools, cataloging practices, collection development, automated circulation systems, call numbers, and management practices.
>
> Skill refers to the techniques, the approaches, and the styles of translating knowledge into action or practice. For instance, librarians need the skill to conduct a reference interview, to interpret cataloging rules in relation to the intellectual content of the material, and to evaluate staff performance.
>
> Ability refers to the intangible qualities or characteristics that are necessary for performance and are often referred to under the rubric of "motivation" or "attitude." Abilities needed by library staff are flexibility, service attitude, and leadership (p. 3).

Continuing Education

Continuing education may be distinguished from staff development by recognizing that it is a process of self-initiated learning in which individuals take responsibility for their own professional development. It is a means to broaden understanding and build skills of the individual learner. Continuing education serves to keep librarians and other library personnel abreast of

new knowledge, refresh basic education, lead to a new specialization, provide additional competencies to make career advancement or change possible, and provide the individual with an overview of the profession as a changing and evolving discipline. It must be viewed as one facet of lifelong learning. The focal point is the individual who is responsible for translating or applying what is learned to the employing library. According to Stone (1985), the ultimate goal of continuing education is change of practitioner performance through acquiring selected competencies relevant to the role the individual is fulfilling in the profession and in his or her work setting (p. 62).

There is no doubt that the time and effort required to support and sponsor continuing education programs should be a high NSLA priority. In recent years, pressures for library officials to be held accountable for their activities have increased with intensity. As a result, significant library services responsive to citizen needs require continual updating of knowledge, skills, and abilities. Since few libraries are capable of adequately producing their own continuing education or staff development learning opportunities, they rely on the state library agency to supplement and complement learning activities on the local level. Continuing education opportunities on a state wide basis, as expressed by Stone, Patrick, and Conroy, can provide the knowledge, skills, and abilities necessary for the provision of responsive library service:

> Continuing education must become an integral part of all library activities in all libraries. It should not be viewed as an added component, apart from normal endeavor, an end in itself; something extra indulged in if there is time and money. This will require philosophic acceptance, understanding, and commitment to action on the part of those who work in libraries, or administration and governance, of those who educate librarians, and of their professional associations (1974, p. 83).

NSLA and Continuing Education

Unfortunately, NSLA is understaffed, underbudgeted, and other obligations demand the bulk of its resources. This is partially reflected in the absence of a full time position assigned to continuing education responsibilities at the state level. The physical facilities occupied by NSLA further exacerbate its ability to address Nevada library continuing education needs for at least two reasons. The first concerns the outdated, dysfunctional, and crowded NSLA headquarters building in which it coordinates administrative, public and technical services, and library development functions. The second comprises the archives division of the agency which is housed in temporary quarters located several miles away. This

decentralized configuration precludes the NSLA staff as a whole from working effectively as a team.

Toward the end of the 1992 calendar year, NSLA will relocate into a new facility which is presently under construction. In these new quarters, the agency's staff, collections, and services will be consolidated into a single location within the sprawling Capitol Complex area. Prior to and in the aftermath of the move, NSLA administrators will be positioned to plan, shape, and mold certain aspects of the Nevada library community for the long term future. In the context of continuing education, and with assistance from the Committee, present efforts can be transformed from a fragmented structure into one which reflects direction, sequence, and culmination of basic, intermediate, and advanced learning programs. All NSLA professional staff will have an important and active involvement in the development of a strong continuing education plan. In their work with local library personnel throughout the state, NSLA staff from all divisions, are aware of competencies needed. NSLA staff also can determine which kinds of learning experiences to provide and/or sponsor in all facets of librarianship. Their responsibilities, coordinated by the Library Development Division, will center on emphasizing a structured, sequenced, and coherent program of continuing education learning experiences for all levels of library personnel. To this end, the Director of NSLA may need to restructure responsibilities of existing staff in that assignments for continuing education activities throughout the

agency will contribute toward a sound program. For a detailed amplification of continuing education roles for NSLA, refer to Appendix G.

Competencies

It is generally assumed that professional practitioners (including librarians) will maintain their knowledge, skills, and abilities at or above an established level of performance. While this is not true for all librarians, the vast majority will seek to develop the technology and knowledge necessary to provide the best possible service. To maintain or develop certain levels of competencies, librarians and other professional practitioners will take advantage of available continuing education opportunities.

Elizabeth Stone defines "competence" as the possession of sufficient skills, knowledge, attitudes, and judgment needed to perform tasks in a professional manner, and in order to communicate with other professionals, continuing competence over time will be best ensured by:

1. training which is based on recognized professional standards;
2. demonstration of competence of training periods (i.e., when MLS degrees are earned)
3. pursuit of further educational opportunities by the practitioners;
4. commitment by practitioners to public service;

5. public accountability for continued professional competence of practitioners;

6. development of agreed standards for the measurement of performance of practitioners during their careers (1985, p. 64).

The list of competencies included in Appendix H, as enumerated by Malcolm Knowles, should be helpful for those who wish to examine them in more detail.

Formal and Informal Education

In the arena of continuing education for library professionals, problems of definition often arise causing the expenditure of large amounts of time and energy in pursuit of an acceptable statement. For the State of Nevada, formal education is defined as graduate level courses offered by recognized colleges and universities for academic credit and/or continuing education units (CEUs). Courses taken for credit while earning the MLS degree are excluded because that degree is considered to be preservice education necessary for entrance into the profession. Informal education is defined as any other learning activities such as workshops, seminars, institutes, association meetings, or self-directed learning exercises.

Methodology

The information in this report was gleaned from a variety of sources by the Consultant from March through August 1991. A review of the professional literature resulted in gaining a renewed national perspective of broad issues and concerns in the

continuing education domain. During several on-site visitations in Nevada, more valuable information was gathered from written materials as well as consultations with library representatives throughout the state. Individuals with whom the Consultant met include librarians from public, school, academic, and special libraries, NSLA administrators, representatives from the Committee, Nevada Council on Libraries, and Nevada Library Association, trustees, Nevada Department of Education, and individuals from other information organizations.

During all of these meetings, interviews, and discussions, all individuals were helpful, courteous, and positive. They were thorough in calling attention to commonly accepted perceptions, unique issues related to Nevada libraries, special concerns, and problem areas. These experiences served as a fact finding effort that helped shape the recommendations included in this report.

Technology

One of the major observations made in the fact finding effort was the degree to which libraries in the State of Nevada make use of highly sophisticated and advanced technology in providing services to citizens. All public, university, community college libraries, many special libraries, and some school libraries in Nevada have machine-readable MARC standard catalog databases and circulation systems. Reference database searching is not unusual in many of these libraries. Automated acquisition systems are in operation in the larger libraries, and other libraries outside the two major population centers will

soon implement this service. Staff members in libraries of all sizes are microcomputer literate, and they utilize this technology with internal word processors, as well as to build databases and communicate through modems and telephone lines with other major information and bibliographic utilities.

Most of the libraries in Nevada are tied together through a sophisticated library telecommunications network utilizing the state Timeplex (formerly DOELZ) pocket-switching technology, thus avoiding long distance telephone charges. These libraries share a major database vendor, General Research Corporation, by means of a statewide contract which is subsidized by the state general fund and administered by NSLA. As a result, card catalogs are essentially extinct and cooperative borrowing and lending continue to increase annually.

Interlibrary loans are coordinated through Information Nevada. This is a cooperative network of libraries established to provide more effective access to library and information resources on a local, statewide, and interstate basis. According to the interlibrary loan manual, much of the success of Information Nevada providing services to participating libraries can be attributed to the application of new technologies to meet changing information needs. These technological advances include LazerGuide, the Nevada Union Catalog on CD-ROM, communications through electronic mail, CLSI, telefacsimile, use of the OCLC Interlibrary Loan Subsystem by NSLA, and online bibliographic retrieval services (1989, p. 1.2).

In 1991, the NSLA established the electronic Bulletin Board System (BBS). This service utilizes Searchlight software, and it allows anyone in the State to access a designated personal computer through a telephone line to exchange mail, post messages, and upload and download files. The purpose of BBS is to share information, communicate library business, provide information prepared by NSLA (such as bibliographies), and provide access to statistical data published by agencies of the State Government as well as U.S. Government agencies (Silver Lines, 1991, p. 2). At present, this service is utilized by only a few individuals in several agencies. In the near future, library use is expected to be very active once the library community becomes more aware of this important and effective technological tool.

Summary

It must be noted that this report is not to be considered as an orderly plan for the future. It contains no goals, objectives, or a mission statement, components generally attributed to a legitimate plan. Instead, the purpose of this report is to identify continuing education issues, building on the strengths of previous research, and recommend actions to be taken by the Director of NSLA and the Committee. Upon acceptance of the recommendations, it is the natural responsibility of the Committee to develop a mission statement, goals, and objectives for review by the Director of NSLA. To assist in this effort, the Consultant included a "sample" mission statement (see Section

III--Recommendations) which may be reviewed, modified, and enhanced by the Committee in developing a statement designed to address specific Nevada needs.

In the third edition of their seminal work, Library Management, Stueart and Moran assert that people are key to the effective functioning of any library or information agency (1987, p. 2). A library may have an excellent materials collection, a magnificent building, and state of the art technology, but if it does not have a well-trained, competent staff, library users will not be served effectively. Continuing education opportunities and staff development programs must be made available to all library employees and trustees on a continual basis. Continuing education serves to keep librarians abreast of new knowledge, recent developments, and current technological advances. Attendance at local, state, regional, and national conferences and workshops stimulates employee growth and development. In all types of libraries, the roles and responsibilities are constantly changing; consequently, more structured forms of educational experiences and training are essential to library staff and trustees. The necessity for librarians to engage in formal course work beyond the first professional degree is increasing as library operations become more complex.

Regardless of size or type, every library needs a well-planned staff development program. Successful programs do not materialize haphazardly. They are organized in a structured sequence of learning activities that enable staff members to

progress from basic to intermediate to advanced levels of understanding and expertise. These programs provide the means by which staff members contribute to the library's capability to fulfill its mission and goals effectively. The results of staff development and continuing education activities intend that library staff members will apply what they learn both to their existing skills and to new assignments. By so doing, they obtain new competencies and strengthen their own performance as well as the effectiveness of the library as a whole.

SECTION II

CONTINUING EDUCATION ISSUES

During the data gathering process, several broad issues emerged as significant areas to address. These issues provide a structure for focusing on Nevada's continuing education priorities. They represent the expressed needs, perceived needs, and evaluation of attitudes and opinions regarding continuing education opportunities made and/or implied by individuals and groups. In essence, these issues serve to identify Nevada's continuing education needs on a continuum from a reactive to a proactive posture. Stated another way, the Committee and NSLA are reactive when they respond to specific requests for continuing education offerings. As they become more involved with evaluating the needs to be met through the exercise of judgment and expertise, they are being proactive.

1. Statutory Authority

Historically, each state library agency has accepted the responsibility for the development of statewide library services. By virtue of Library Services and Construction Act (LSCA) requirements, all state library agencies develop statewide plans for library services. In most states, the responsibility is specifically set forth in state statutes. Grant opportunities for local libraries are administered by state libraries using state appropriations and LSCA funds in order to work toward meeting minimal statewide standards.

A review of Nevada Library Laws reveals that continuing library education is not a strong component in the existing legislation. While several portions of the library laws relate indirectly to the benefits of continuing education, none is specifically applicable to the need for investing valuable time and financial resources to this important endeavor. Relevant sections of Chapters 378, 379, and 380 of Nevada Library Laws are included in Appendix D.

Appendix C contains proposed language directly related to the provision of continuing education on a statewide basis by NSLA. This language may assist the Committee and the Director of NSLA in developing modifications to the existing statutes. Once the legislation is changed, the Director of NSLA will be able to implement a statewide program with statutory authority. The ultimate beneficiaries are the citizens of Nevada.

Prior to the 1980s, state library agencies emphasized their continuing education activities on learning opportunities for library staff and trustees in general and on public libraries in particular. Until the past two decades, state library agencies gave little attention to the formal planning process for library development, and available LSCA funds often were administered in grant programs with inadequate statewide conformity.

In more recent years, a growing number of state libraries are specifically addressing services, programs, and continuing education needs for staff in academic and special libraries. In most states, the development of school library media services

usually is the responsibility of a state department of education rather than the state library agency. Unique requirements for certification of school personnel often promote the belief that issues relating to continuing education of school librarians be considered separately from continuing education for personnel in public, academic and special libraries. Nevada school librarians are subject to certification requirements imposed by the Nevada Department of Education.

One of the tenets of participatory management holds that an authoritarian leadership style is less effective than shared decision making within an organization. Greater participation leads to better understanding of issues, and decisions may be reached with constituent involvement. As Stone observes, participatory management has the advantage of forcing decision making to the level best suited to it by virtue of the availability of relevant information and the affect of the decision on the library (1970, p. 36).

While the Director of NSLA is appointed by and reports to the Governor of Nevada, NSLA is not an entity which operates in a vacuum. Indeed, NSLA works with a variety of boards and committees which address policy issues in a participatory manner. Membership of these boards and committees include library personnel from all types of libraries, trustees, interested citizens, and representatives from other information organizations.

Under Nevada state statutes 380A.011--380A.0111, the Nevada Council on Libraries (Council) operates as an advisory board whose members are appointed by the governor. Two members are librarians, two members are trustees, and two members are citizens who have an active and demonstrated interest, knowledge, and understanding of libraries and library service (380A.081). In a quasi oversight function, the Council is responsible to examine and overview the whole state of libraries, librarianship, library education, library resources, and all allied and cognate activities and prepare a record of its findings (380A.081). The Council meets at least twice each year (380A.071), and it makes recommendations to the Director of NSLA concerning funding for state grants-in-aid to local libraries or for other programs necessary to carry out NSLA objectives.

2. Nevada Libraries Continuing Education Advisory Committee

The Committee performs an advisory role for the Director of NSLA as well. From its inception in 1988, the Committee's intent is to initiate a means to plan, coordinate, and recommend policy to the Director of NSLA for the implementation of a statewide continuing education program. Committee members are librarians representing public, school, academic, and special libraries, all of whom are appointed by the Director of NSLA.

The need for a collaborative planning effort for Nevada cannot be overstated. Throughout our nation over the past few years, continuing education issues facing libraries are becoming increasingly more complex. The need for specialized expertise is

so substantial that the value of collective deliberation on the design of future continuing education is essential. The role of the Committee will by necessity be forced to concentrate on continuing education needs of library personnel and trustees in a rigorously coordinated and planned structure.

Evidence to support the need for a structured, planned, and coordinated continuing education plan in Nevada stems from at least five sources. The first is found in the Nevada Long Range Plan. Goal 16 and Objectives 4, 20, and 21 state that library personnel need continuing education in order to deliver better library services (1990, p. 2). This source is significant because of the increasing importance attached to continuing education under the guidelines of the LSCA. Every state library agency, including Nevada, is required by the U. S. Department of Education to submit a prescribed long range plan every five years with annual revisions and supplements. In the past few years, continuing education has become a priority category in the LSCA, and efforts to meet new requirements on the part of state libraries will translate into more concentrated efforts in this important area.

The second concerns the Statewide Master Plan for Nevada Libraries. This plan addresses the needs for continuing education for library personnel and trustees. The broad goal of this plan is to be achieved by at least three objectives. The first consists of providing training, equipment, and planning for meeting telecommunications needs on a continuing basis. The

second is a mandate for NSLA to conduct, sponsor, or participate in at least one workshop per year for library personnel and/or governing bodies. The third identifies one workshop per year to be held in each of the three geographic regions, sponsored by the regional resource centers, NSLA districts, or other appropriate groups.

By virtue of these three objectives, there is a clear need to establish two new, permanent positions in the Library Development Division of NSLA. One position is a continuing education coordinator which is included in the Recommendations (Section III) portion of this study. The other is the need for an automation consultant which is also included in the same Section. Although it may be difficult to secure state funding in support of both positions, the continuing education coordinator position should be given the first priority. With regard to the automation consultant, NSLA may opt to examine existing staffing patterns within the organization. Since there are individuals in positions assigned significant responsibilities in the use and training of the sophisticated technology already in place, internal reassignments may have convincing merit. Based on observations of and experience in other state library agencies, this possibility is neither unusual nor unrealistic. The beneficiaries of such a change will be the citizens of Nevada, and the workload of NSLA will be more equitably distributed.

The third source appears in the resolutions portion of Libraries: Key to Democracy, the written record of the Nevada

State White House Conference on Libraries and Information Services held in Las Vegas on May 9-11, 1990. From this Conference, one of the major issues deals with the swiftly accelerating rate of change in all aspects of life and society which dramatically affects libraries and those who work in them. Growing demands for services and decreasing financial resources necessitate informed decision making. Library users have sophisticated information needs and staying abreast of technological advances is essential (1990, p. 14). It was resolved that continuing education is critically important to library staff. Therefore, the NSLA should consistently include a line item in its budget for continuing education. Two identified priority areas include continuing education in both (a) fund raising and (b) the use and application of new technologies in libraries (1990, p. 14).

The fourth consists of a review of the recorded minutes from Committee meetings from 22 June 1988 to the present (minutes from the 20 October 1988 meeting were missing). This written record reflects that the discussions were held largely in two major categories. One includes discussions of specific learning activities or workshops scheduled on specific dates. Examples of these learning activities included such topics as reference services, cataloging with AACR2 rules, children's story hours, preservation of materials, and many others. An examination of Appendix E will provide insight into the kinds of continuing education learning activities which were held in 1990-1991.

While these programs have inherent value, they neither relate to each other nor to a statewide continuing education plan. Absent from these discussions was a sense of a connection or sequence from one workshop to another, a tangible means for evaluation on the value of the workshop, and a sense of direction for the future in planning new learning experiences.

The second category reflects a series of decisions made on whether or not to award funds for individuals to attend a workshop or to financially support a workshop to be held in the identifiable future. These decisions were made with no reference to established criteria, and they were reached without the benefit of making distinctions among continuing education, staff development, and competencies to be gained as a result of any of these learning experiences.

In reality, the Committee cannot and should not be charged with the responsibility of making decisions on whether or not certain continuing education activities warrant any funding. The NSLA is a state governmental entity. Since it is a public body with legislated mandates, including those that involve the use of public funds, it cannot abrogate its responsibility to disburse funds which the State Legislature has entrusted it to expend.

To its credit, the Committee recognized this reality by incorporating its powers and duties into the August 1991 constitution and by-laws. The goal statement expressed in Article II embodies the advisory role of the Committee with clarity and confidence:

> The goals of this Advisory Committee are to advise the Nevada State Library and Archives in the establishment of a continuing education plan for Nevada's libraries; in the establishment of proposals for funding statewide continuing education; and disbursement of funding for continuing education. Furthermore, the goals of the Committee will be to promote professional growth in the field of library services and an awareness of the need for continuing education. It will assess library staff continuing education needs and plan and coordinate continuing education workshops and programs. The Committee will evaluate continuing education activities and establish guidelines for sustaining and managing continuing education funds.

By adopting this goal statement, it is evident that the Committee understands its important role in providing informed recommendations to NSLA on how to expend funds, with what purposes, and based on established criteria. Additional Committee responsibilities in the constitution and by-laws under Article VII include the following:

* Advise on planning continuing education programs.
* Set a continuing education calendar of scheduled activities and promote participation in continuing education events.

* Advise on grant writing proposals and efforts toward establishing permanent line items for continuing education support in library operating budgets.
* Members will coordinate and share their own institutional continuing education activities for dissemination of this resource statewide.
* Advise on state certification for public library personnel in Nevada.
* Advise on revising the state continuing education plan annually as developed by the Committee.

In other actions, the Committee discussed grant requests in the amounts of $25,000 and $30,000 for continuing education programming from state and/or LSCA funds. A copy of this grant request was attached to the minutes, but a statement of goals, objectives and a time line was not included. Intermittently, discussions were held on the need to establish a sound statement of purpose, the necessity to adopt by-laws for the Committee, and criteria to be developed for the award of continuing education funds to individuals and groups within the state. On two occasions, agreement was reached on the need for a statewide certification plan for library personnel. A consensus was reached on contracting with a consultant to develop such a plan, and the Consultant signed a formal agreement in October 1991. Finally, after agreeing on the need for a statewide continuing education newsletter, two issues were published but the project was discontinued.

The fifth underscores the evidence from the other sources. In Smith's (1988) needs assessment, he observed that a coordinated and consistently evaluated continuing education plan for library personnel does not exist. The level of trustee skills and the performance of their responsibilities are critical to the success or failure of a public library. The current level of continuing education and the ability to provide substantial continuing education programs are very limited (pp. 5-6).

3. Distance Learning

For prospective students and/or non-degree school library personnel in Nevada, an exceptional opportunity is available to work toward the attainment of school library certification. The Graduate Library School (GLS) of the University of Arizona (U of A), in cooperation with the Western Interstate Commission for Higher Education (WICHE) initiated a satellite/video based distance learning program in graduate library studies. Courses leading to a certificate in school librarianship began in the fall semester 1991. Students have a choice between two certificate programs--the Certificate in School Librarianship on the graduate level and the undergraduate Correspondence Certificate program. Appendix F contains detailed information on the U of A requirements for participating states.

Certificate Programs

The only prerequisite for the Certificate in School Librarianship program is a bachelor's degree from a recognized college or university. The program requires completion of an 18

unit, six course curriculum. Students are required to meet in designated locations in the host state at regularly scheduled times. Course lectures are transmitted live via satellite technology and videotaped at each site for additional viewing purposes. Teaching assistants are available at each location, and each student is assigned a GLS faculty advisor for consultation by mail, telephone, or FAX. Two courses are offered each semester, and library science materials in support of the curriculum are available on-site. All courses must be completed with a B average or better, and earned credits may be applied to the master's degree in library science (MLS) should students wish to pursue advanced study.

The Correspondence Certificate program does not require a bachelor's degree as a prerequisite. This course of study offers the same courses on video as the Certificate in School Librarianship program. Credits for completion of these courses are earned at the undergraduate level or for CEUs. Earned credits may not be applied to the MLS program. As correspondence courses, student-faculty communication generally is conducted through the mail. Normally, students work independently in completing all course requirements and examinations. Written materials are mailed directly to students. Upon completion of the 18 unit, six course curriculum, the student will receive a Correspondence Certificate in School Librarianship. In order to earn CEUs, the student is required to obtain verification from a

local librarian that the student viewed all video taped class sessions in each enrolled course.

MLS Program

The (MLS) degree program will be offered beginning in the fall semester 1992, subject to sufficient interest expressed by potential students in Nevada. The MLS degree program requires completion of 38 semester units of graduate credit, twelve of which must be completed in residency on the U of A campus in Tucson. Students should plan for a period of four years to complete the MLS degree requirements. Admission to the GLS program is highly competitive, and only relatively few will enter the program in the initial period.

The Graduate Library School at the U of A is an American Library Association (ALA) accredited program and has held that distinction since 1973. The Graduate Library School was the second graduate program to receive accreditation status under the ALA Standards for Accreditation, 1972. Since that time, the School has implemented many innovative programs, and it has kept pace with rapidly changing educational trends.

Distance education in Nevada through satellite technology is a prime opportunity for those currently working in libraries, especially those in rural communities, to upgrade their levels of education necessary to provide a sound library operation. Some rural library employees' lack of the MLS potentially may be more of a deterrent to good library and information service than an asset. Dan Barron notes that the communities that are served by

these less-educated librarians do not receive the types of services that would make them demand more (1991, p. 47). The individual in the contemporary world needs a level of expertise that is very different from what was needed ten or fifteen years ago. Expertise in areas such as management functions, fiscal operations, resource sharing, rapidly changing technology, political acumen, networks, and the social values of access to information are critical to the success of the library. Without this level of expertise, the librarian cannot provide services and programs relevant to community needs. As a result, some communities have no conception of what is missing from their local library.

While there is a growing awareness of the benefits of distance education in library science and in other professions as well, a strong reluctance exists on the part of educators and practitioners to embrace this concept with enthusiasm. Barron suggests this reluctance stems from a deeply felt commitment to quality education. Specifically, educators and others are concerned that students will lose something by not being part of an academic environment, that there are not sufficient resources to support the students' out-of-class learning and assignments, that the students will not be socialized into the profession, and the overall quality of the experience differs so much that the students will not get a complete education (1991, pp. 46-47, 157). If Barron's contentions are valid, the question is whether or not broader knowledge and concepts related to professional

education are best taught in a conventional academic setting. An even more relevant issue is associated with the quality of distance education programs. In response to those who have misgivings surrounding the values of distance education, there are two sources of evidence which lend significant support to the distance learning concept.

LISDEC

The first is the Library and Information Science Distance Education Consortium (LISDEC). This Consortium was formed in 1990, and its purpose is to provide a number of alternatives for both traditional and non-traditional student groups to access quality library and information science education. The membership comprises eleven ALA accredited library schools, eleven state library agencies, and four national library associations. While a few of the member institutions are in the west, the bulk of the membership is located in eastern states. No organization, agency, or association from the State of Nevada is a member of LISDEC.

The Consortium will use, experiment with, collect and disseminate information on, and provide staff development for a variety of currently available emerging instructional delivery systems. Many of the systems with which LISDEC will be involved are electronically based and will be a number of converging technologies, such as satellite cable television, videocassette, videodisc, electronic mail, and other telecommunications into more traditional technologies. LISDEC is a response to the

demonstrated need among those persons who are otherwise qualified to pursue graduate work in library and information science, but who are constrained by the barriers of time, geography, physical disability, and personal and professional responsibilities faced by the traditional student. The Consortium is also a response to the needs of more conventional students in conventional programs where the availability of additional faculty in a wide variety of subject areas, will provide enrichment, supplementing an existing curriculum and courses.

Membership in LISDEC is open to all library schools, professional associations, state library agencies, professional associations, and other institutions. A Producing Membership is open to all graduate library schools with ALA accredited programs. A Supporting Membership is open to all other schools, associations, agencies, and institutions that wish to participate. Each Producing Member must produce at least one 3 semester hour credit (or equivalent) graduate level course during the first five years of membership. Each year a three-year list of courses to be offered will be developed. Members may select the course or courses they wish to offer during the three year period. Each school will maintain complete autonomy related to course content that they produce, what students are admitted to their programs, the courses that will be accepted, residency requirements for students in their program, and how courses from the Consortium will be accepted for credit. Other credit opportunities include CEUs from courses delivered by

teleconferences, workshops, and other awareness and enrichment activities.

Standards for Accreditation, 1992-1993

The second source of evidence is found in the preliminary final draft of the American Library Association's Standards for Accreditation, 1992-1993 (Standards). Five similar statements in the Standards suggest that distance education on the graduate level is acceptable to the Committee on Accreditation. One example of these statements is found in the Introduction:

> The requirements of these Standards apply regardless of forms or locations of delivery of a program.

This is the first of the five instances in the Standards where it is made explicit that regardless of the location of the offering of a program or its components, or the means by which a program or its components are delivered, the accreditation process is served. Satellite technology, closed circuit television, or other telecommunications technologies are examples of delivery systems, and these systems are relevant to the accreditation process simply as one aspect of the total program. The question of program quality with regard to distance education is not addressed, and the Standards neither extol nor caution against distance education. The issue, for accreditation purposes, is the same regardless of locations or forms of delivery of a program. According to the Standards, the purpose of graduate library education is to:

> assure the educational community, the general public, and other agencies or organizations that an institution or program (a) has clearly defined and educationally appropriate objectives, (b) maintains conditions under which their achievement can reasonably be expected, (c) is in fact accomplishing them substantially, and (d) can be expected to continue to do so (1991, p. 1).

Accreditation serves as a mechanism for quality assessment and quality enhancement. It is viewed as effective utilization of resources to achieve relevant educational objectives.

SECTION III

RECOMMENDATIONS

Statutory Authority

Existing state statutes should be revised to reflect responsibilities within the Library Development Division of Nevada State Library and Archives (NSLA) for certification of and continuing education for library personnel throughout the state.

1. The Nevada Libraries Continuing Education Advisory Committee (Committee) should recommend to the state legislature changes in the state statutes to incorporate the spirit of the language on continuing education included in Appendix C.

2. The Committee should encourage support from the Nevada library community based on information from a certification study to advise the state legislature to include provisions for certification of library personnel in the state statutes.

Nevada Libraries Continuing Education Advisory Committee

I. The Committee's work will benefit by the establishment of goals, objectives, and a mission statement which will define its responsibilities in the development of a statewide continuing education program for library personnel and trustees.

1. The Committee's mission statement could be stated as follows:

To provide the most effective library service for the people of Nevada, library representatives need access to a coordinated, statewide continuing education program. A planned, varied program will support improved library services, increased professional development, greater staff expertise, enlarged understanding of trustees responsibilities, and a personal renewal in libraries and librarianship.

2. In cooperation with the Director of NSLA, the Committee should develop, implement, monitor, and evaluate long range planning of continuing education activities on a statewide basis.

3. The Committee should establish written criteria for funding continuing education learning opportunities to groups and individuals. Based on these criteria, the Committee should make funding recommendations to the Director of NSLA on each continuing education request.

4. The Committee should assume a leadership role by:

   a. implementing the recommendations in this report.

   b. developing in conjunction with the Director of NSLA a joint continuing education promotional campaign to disseminate the Committee's purpose, planning, and educational opportunities available throughout the state.

II. The Director of NSLA should assign a high priority to the support and reinforcement of continuing education to meet clearly identified needs in the state. NSLA should work in close association with the Committee and Nevada Library Association, and should provide support staff to the Committee's work.

1. It is imperative for NSLA to employ a qualified, full-time Continuing Education Coordinator at a competitive salary on a permanent basis. The position should be assigned to the Library Development Division.

2. NSLA's leadership role will be enhanced by:

   a. integrating statewide consulting services with NSLA staff where feasible.

   b. contracting with continuing education providers who have special expertise in providing quality continuing education learning opportunities.

   c. initiating continuing education programming where none exists.

   d. providing train-the-trainers workshops.

   e. providing grant opportunities for libraries which develop programs in formal and informal training for library personnel.

3. NSLA should serve as a clearinghouse for continuing education information of importance to the Nevada library community by:

   a. creating a statewide awareness of continuing education opportunities and benefits to be achieved.

b. maintaining and disseminating a regularly scheduled calendar of continuing education programs.

c. publishing and disseminating annual profiles of continuing education providers

d. providing information concerning formal courses of study offered by institutions of higher education for those who wish to earn a degree or school library certification.

4. NSLA and the Committee should adopt policies to establish ongoing continuing education credit opportunities for non-degree library personnel to learn basic skills needed to function in small libraries of any kind (school, public, academic, and special). Basic courses in management, personnel, materials selection, cataloging, children's services, and budgeting should be regularly scheduled and held in each of the key geographic regions of the state.

5. NSLA and the Committee should adopt policies to establish ongoing opportunities for library personnel to learn intermediate and advanced skills needed to improve their levels of competencies. These Continuing Education credit courses should be presented in a sequential format and further, specialized courses structured by type of library should be developed to meet the needs of library personnel in those libraries.

6. NSLA and the Committee should adopt policies to establish ongoing opportunities for trustees to better understand their roles and responsibilities. A basic program should include presentations on open meeting laws, establishing the agenda for board meetings, selection and evaluation procedures for library directors, distinctions between the responsibilities of the board and library director, budgeting, personnel, policy making, lobbying, and statutory requirements of library governance configurations.

7. NSLA should better articulate it's commitment to continuing education by revising portions of its LSCA long range plan, the master plan for libraries, and develop a well-defined line-item budget for continuing education activities.

III. Strong efforts should be made by NSLA and the Committee to coordinate existing and new technological advances into continuing education activities.

NSLA should employ a qualified, full-time Automation Consultant at a competitive salary on a permanent basis. This position should be assigned to the Library Development Division. The position should be responsible for:

a. planning, consulting, coordinating, and training in the areas of automation, telecommunications, and technological developments.

b. implementing a program on the use and applications of existing technologies in libraries in the state.

c. providing consultant services to local libraries and existing automation networks on planning, evaluating, and implementing new or improving outmoded automation applications.

d. providing consultant services to local library personnel in the state for orientation and instruction on the use of automated catalogs and information data bases.

Distance Learning

I. The Committee, NSLA, and the Nevada Department of Education have a prime opportunity to promote graduate level education throughout the state by providing information on the distance learning opportunities to potential students in all types of libraries.

II. NSLA should explore with representatives from the University of Arizona and Western Interstate Commission on Higher Education (WICHE) on the feasibility of working in collaboration with the LISDEC Consortium to bring additional graduate library courses into the State of Nevada. A Master's of Library Science Degree Program of study, accredited by the American Library Association, is currently needed in the State of Nevada to bring the quality of library services up to national levels and standards.

BIBLIOGRAPHY

Asp, W., Mahmoodi, S., Miller, M., O'Donnell, P., & Stone, E. (1985). Continuing education for the library information professions. Hamden, Connecticut: Library Professional Publications.

Barron, D. (1991, May). Distance education, rural libraries, and personnel development. Wilson Library Bulletin, pp. 46-47; 157.

Conroy, B. (1978). Library staff development and continuing education. Littleton, Colorado: Libraries Unlimited, Inc.

Continuing education unit. (1987). 3rd rev. ed. Washington, D.C.: International Association for Continuing Education and Training.

Creth, S. (1986). On-the-job training. Chicago: American Library Association.

DuMont, R. (1986). Continuing education and the state library agency. In: McClure C., ed. State library services and issues. Norwood, New Jersey: Ablex Publishing Corporation.

Guidelines for quality in continuing education for information, library and media personnel. (1988). Continuing Education Subcommittee of the Standing Committee on Library Education (SCOLE). Chicago: American Library Association.

Houle, C. O. (1967, March). World of continuing education in current professional development. ALA Bulletin 61, pp. 259-267.

Information Nevada; an interlibrary loan manual for Nevada's libraries. (1989). Carson City, Nevada: Nevada State Library and Archives.

Knowles, M. D. (1988). Rev. ed. The modern practice of adult education: from pedagogy to andragogy. New York: Cambridge Press.

Libraries: key to democracy; the Governor's conference on the future of libraries. (1990, May 9-11). Carson City, Nevada: Nevada State Library and Archives.

Library and archive bulletin board. (1991, April). Silver Lines. Carson City, Nevada: Telecommunications Division, Nevada State General Services Division, pp. 2-3.

McCracken, J. R. (1992). Survey of public library certification requirements in the national library community. Carson City, Nevada: Nevada State Library and Archives.

Nevada library laws; a compendium of statutes relating to library and information functions of state and local agencies. (1982). A partial imprint of Titles 1, 7, 29, 33, and 34 of Nevada revised statutes. Carson City, Nevada: Nevada State Library.

Nevada long range program. (1990). Carson City, Nevada: Nevada State Library and Archives.

Publication manual of the American Psychological Association. (1983). 3rd. ed. Washington, D. C.: American Psychological Association.

Smith, D. R. (1988). Nevada libraries continuing education needs assessment report. Carson City, Nevada: Nevada State Library and Archives.

Standards for Accreditation, 1992-1993. (1991). Chicago: American Library Association. (Preliminary Final Draft).

Statewide master plan for Nevada libraries. (1989). Carson City, Nevada: Nevada State Library and Archives.

Stone, A. (1970). Library personnel issues. Bookmark 51-52, p.36.

Stone, E. (1985). Toward a learning community. In: Asp, et al. Continuing education for the library information professions. Hamden, Connecticut: Library Professional Publications.

Stone, E., Patrick, R., & Conroy, B. (1974). Continuing education and information science education: final report to the National Commission on Libraries and Information Science. Washington, D. C: Government Printing Office.

Stueart, R. & Moran, B. (1987). Library management. 3rd. ed. Littleton, Colorado: Libraries Unlimited, Inc.

APPENDIX A

DEFINITIONS

Certification--an instrument that attests a person is qualified to practice a profession. Certification is awarded to individuals in public libraries who meet minimum requirements and experience, or a passing score on an examination, approved by a state board or committee. Certification may be voluntary or mandatory and may exist on more than one level. Certification programs generally result in:

* an improvement of library service throughout a state;
* motivated library personnel who seek to acquire, maintain, and develop their skills through basic and continuing education;
* recognition for library personnel who, on a continuing basis, update their knowledge and skills in order to provide improved library services to their constituents;
* guidelines for library boards to use in selecting and retaining personnel.

Competency--the ability to do something at some level of proficiency, usually composed of a combination of knowledge, understanding, skills, abilities, attitudes, and values.

Conference--a general type of meeting(s) for a duration of one or more days attended by a relatively large number of individuals. The emphasis is placed on a theme, agenda, and prepared presentations by authoritative speakers, although division into

smaller group sessions for discussion purposes often is a related activity.

Continuing Education--consists of any kind of self-initiated learning activity of the individual beyond his/her preparatory education and work experiences. It serves to keep librarians and other library personnel abreast of new knowledge, developments and technological advances, or leads to a new area of specialization. Continuing education contributes to increased competence and performance in the work environment, and it stimulates a deeper understanding and enhances the skills of the individual learner. It is designed for all personnel in the library including professional, supportive, and trustee/citizen advocates. Continuing education opportunities include both formal and informal learning conditions, and they are not necessarily limited to library science subjects but should be related to the field of librarianship. Formal learning generally is defined as graduate level courses offered for academic credit and/or continuing education units (CEUs) by recognized institutions of higher education. Informal learning is defined as any other learning activities such as workshops, seminars, institutes, association meetings, or self-directed learning exercises.

Continuing Education Activity--a discrete component of a program designed to help achieve program objectives as well as learning objectives specifically set for the activity. Continuing education activities assist individuals to anticipate societal

change and technological advances such as networking, electronic data bases, literacy, and telecommunications. These activities also may assist library personnel to cope with traditional concerns such as management, library buildings, supervision, budgeting, or reference services. Continuing education activities often are structured in formats such as workshops, institutes, conferences, job exchanges, publication, home study courses, and programmed learning packages.

Continuing Education Unit (CEU)--Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction (Continuing Education Unit, 1987, p. iii).

Formal Education--see Continuing Education

Goals--broad, general, timeless set of directions. A statement of an ideal condition.

Incentives--used to motivate library personnel to engage in learning activities and to inspire administrators in libraries, agencies, and associations to produce or facilitate learning opportunities. For the individual, incentives lead to tangible rewards such as increased responsibility and authority on the job, special assignments, opportunities for additional educational experiences, promotion, time off the job, paid tuition and travel to conferences, salary increases, academic credit, certificates of completion, or an improved avenue of career advancement. Continuing education incentives may lead to enhanced self-confidence by the individual in the ability and

motivation to work with difficult professional challenges. For the producer or facilitator, incentives may result in improved library service of the organization as a whole, increased production, professional acknowledgement, or exercise of leadership.

Informal Education--see Continuing Education

Institute--Similar to a conference, but more narrowly structured. The emphasis centers on the provision of instruction in principles and techniques.

Lecture--a carefully prepared oral presentation of a subject by an authoritative speaker.

Mission--a policy statement which describes the direction in which a library organization is moving. The mission is the most important strategic choice individuals in an organization can make. It is a broadly stated principle which guides the organization toward establishing goals and objectives.

Objectives--specific statements that describe what is to be done, by whom, and with what resources; they are realistic, attainable, have a time frame, and are measurable either in narrative terms, degrees of satisfaction, or by statistical analysis.

Recognition--see Incentives.

Seminar--a small group of people whose primary emphasis is discussion under the direction of a leader or resource person.

Staff Development--a well-defined effort aimed at strengthening the library's capability to fulfill its mission and goals effectively. It is the encouragement of growth, development,

motivation, and productivity of groups or specific individuals who perform distinct tasks in a prescribed manner. On the surface, staff development activities focus primarily on the needs of the library rather than on those of the individual. In reality, both the individual and the library experience mutual growth, if the needs of the staff member are compatible with the library.

Staff Development Activities--a series of interrelated activities continued over an unspecified period of time designed to motivate, sustain, and reinforce learning and the application of that learning on the job. Staff development activities are specifically related to the job, and they may include orientation of new staff, supervisory skills, introduction to newly developed policies, or a hands-on experience with changing reference services.

Workshops--a series of meetings held for a continuous period of time over one or more days. The distinguishing feature of a workshop consists of combined instruction with laboratory or experimental activities for the participants. The emphasis is more likely to address skill training instead of general principles.

APPENDIX B

NEVADA LIBRARIES CONTINUING EDUCATION ADVISORY COMMITTEE

MEMBERS:

Allen, Sheri. Chair. Humboldt County Library. 85 E. 5th Street. Winnemucca, Nevada 89445. 623-6388.

Anderson, Valerie. Western Nevada Community College. 2201 West Nye Lane. Carson City, Nevada 89703. 887-3060.

Baker, Diane. Nevada State Library and Archives. Capitol Complex. Carson City, Nevada 89710. 887-2624

Gehrig, Jody. Nevada Department of Education. 400 West King Street (Capitol Complex). Carson City, Nevada 89710. 687-3136.

Glass, Betty. Getchell Library, University of Nevada, Reno. Reno, Nevada 89557. 784-6533.

Hudson, Nancy. Las Vegas-Clark County Library District. 833 Las Vegas Boulevard North. Las Vegas, Nevada 89101. 382-3493.

Karr, Juanita. Northern Nevada Community College. 901 Elm Street. Elko, Nevada 89801. 738-8493.

Kerschner, Joan. Nevada State Library and Archives. Capitol Complex. Carson City, Nevada 89710. 887-2615.

Manley, Charles. Washoe County Library. P.O. Box 2151 (301 South Center Street). Reno, Nevada 89505. 785-4522.

Mathews, Barbara. Churchill County Library. 553 South Maine Street. Fallon, Nevada 89406. 423-7581.

McPhee, James. James R. Dickinson Library, University of Nevada, Las Vegas. 4505 Maryland Parkway. Las Vegas, Nevada 89154. 739-3107; 739-3280.

Schendel, Joy. Lyon County Library. 20 Nevia Way. Yerington, Nevada 89447. 463-2387.

Strader, William. Nevada State Library and Archives. Capitol Complex. Carson City, Nevada 89710. 887-2625.

Consultant: John R. McCracken. 2813 Sandy Lane. Fort Worth, Texas 76112. (817) 457-5839.

APPENDIX C

RECOMMENDED STATEMENTS ON CONTINUING EDUCATION TO INCORPORATE INTO ENABLING LEGISLATION

SECTION 37X.XXX. Powers of the state librarian: Library Development Division; continuing education.

Rational: (Legislative intent). Nevada Revised Statutes shall include applications of continuing education for library personnel and library trustees representing libraries of all types in Nevada for the following reasons:

1. Libraries constitute an educational, informational, and cultural resource essential to the people of this state.
2. Library services shall be available widely throughout the state to bring within convenient access to the people opportunities for reading, study, and free inquiry.
3. A function of the Nevada State Library and Archives shall be to provide and support adequate library services which is a proper and necessary function of government at all levels.
4. The Nevada State Library and Archives shall promote the establishment and development of all types of publicly supported free library service throughout the state to ensure equal access to information without regard to age, race, physical or mental health, place of residence, religion, or economic status to aid in the establishment and

improvement of libraries, library programs, and library services.

5. The public library contributes significantly to the formal system of free public education as a source of information to individuals of all ages, cultural backgrounds, and economic conditions, and as a resource for continuing education beyond the years of formal education, and therefore deserves adequate financial support from government at all levels.

Policy: (Function of Library Development Division)

1. The state librarian shall promote adequate library services for the people of the state through the support of continuing education.

2. The state librarian shall provide for in-service and continuing education for library personnel and trustees in the state.

3. The state librarian shall expend such federal, state, or private funds as may be available to the state to demonstrate, develop, and support library continuing education in accordance with long range plans for statewide library development and coordination of library services.

4. The state librarian shall promote the improvement and currency of skills of trustees and individuals employed in libraries through continuing education activities.

5. The state librarian shall promote and encourage the sharing of resources in libraries and the sharing of librarians' expertise among libraries in Nevada and the dissemination of information regarding the availability of library services.

6. The state librarian shall provide consultant services and information to trustees and all types of publicly supported libraries in the state through annual training and continuing education learning sessions based upon identified needs.

7. The state librarian shall disseminate information regarding continuing education activities available to librarians, trustees, library support staff, and other related professionals through a regularly published continuing education calendar and other forms of written or electronic communication.

8. The state librarian shall plan, design, implement, coordinate, and evaluate continuing education programs for librarians, support staff, and trustees on an annual basis to meet basic, intermediate, and advanced needs of library personnel and trustees.

9. The state librarian shall contract for teaching services for specific continuing education programs with organizations or individuals who possess required skills.

APPENDIX D

SELECTED STATUTORY LANGUAGE RELATING TO CONTINUING EDUCATION IN NEVADA

Section 378.081 (2). Powers and duties of the state librarian: Statewide programs; contracts for library purposes. He shall: (b) Carry on continuing studies and analyses of library problems.

Section 378.083 (1). Powers and duties of the state librarian: Standards for public libraries; master plan. The state librarian shall develop: (1) Standards for public libraries which will serve as recommendations for those libraries with respect to services, resources, personnel and programs to provide sources and information to persons of all ages, including handicapped persons and disadvantaged persons, and encourage continuing education beyond the years of formal education. The standards must take into account the differences in size and resources among the public libraries in the state.

Section 379.150. Agreements with the state librarian for improvement of library service. Any library operated under the provisions of this chapter may enter into agreements with the state librarian, where the objective of the agreement is the improvement of library service.

Section 380A.081. Powers and duties. The Nevada Council on Libraries. The council shall have the duty and is directed to exercise the following powers: (1) Examine and overview the

whole state of libraries, librarianship, library education, library resources, and all allied and cognate activities and prepare a report of its findings (Nevada Library Laws, 1982, pp. 26,27, 48, & 70).

SOURCE: Nevada library laws; a compendium of statutes relating to library and information functions of state and local agencies. (1982). A partial imprint of Titles 1, 7, 29, 33, and 34 of Nevada revised statutes. Carson City, Nevada: Nevada State Library.

APPENDIX E

SUMMARY LISTING OF CONTINUING EDUCATION PROGRAMS, 1990-1991

March 1990	Children's Book Festival, 9th Annual
	Planner: Leona Wright
April 1990	Strategies 2000
	Presenter: Carolyn Corbin
	Planner: Joan Kerschner
October 13, 1990	NLA Program "Neutral Questioning"
	Presenter: Anne Lipow
	Planner: Mary Dale Deacon
October 1990	NLA Program "Books, Literacy, and Thinking Skills"
	Presenters: Nancy & Keith Polette
	Planner: Jody Gehrig
February 1990	LV-CCLD "Know Show"
	Speakers: John Berry, Ching-Chin Chen
	Planner: Ann Langevin
March 1990	"Computers in Libraries" Conference
	Attending: Jody Gehrig
(No Date)	Bookmobile Conference, Columbus, Ohio
	Attending: Two staff from Elko Co. Lib.
July 1990	AACR2 Workshop, Reno
	Presenter: Celia Bakke
	Planner: Chuck Manley

October 1990	NLA Workshop on Collection Development
	Presenter: Mary Bushing
October 1990	National Storytelling Festival
	Attending: Marsha Cutler
January 1991	"Building Public Support for Libraries"
	Presenter: Kare Anderson
	Planner: Bonnie Buckley
February 1991	LV-CCLD "Know Show"
	Planner: Laura Golod
February 1991	Nevada Reading Week
	Presenter: Beverly Kobrin
	Planner: Jody Gehrig
October 1991	NLA Pre-Conference
	"Ethnic Outreach"
	Planner: Chuck Manley
October 1991	NLA Program, Haycock

APPENDIX F

STATE PARTICIPATION REQUIREMENTS FOR WICHE/UA LIBRARY SCIENCE CERTIFICATE/GRADUATE PROGRAM

STATE COMMITMENTS:

In examining those features necessary to establish this program as of the same high level of quality as that which a student would receive on the University of Arizona campus, the following levels of student support are required:

1. Classroom: Classroom space should be regularly available at each site for the classes. Each classroom should have the capacity to be connected to the satellite receiver and to provide video viewing. The ideal configuration provides for a 13 or 14 inch television monitor for each student. However, other configurations are possible. The essential point is that the students are easily able to view the instructor. Classrooms should also have available tape recording and playback facilities to enable the recording of class sessions and their playback for students at alternate times. Class sessions should be available to students on video through the period of each class but must be erased after that time.

2. Graduate Assistant: One per site. See the attached responsibilities description for further information.

3. State Coordinator: One per site. See the attached responsibilities description for further information.

4. Library Support: Commensurate with class needs. See the attached facilities requirements for further information.

5. Satellite Receiver: Each site must have satellite receiver capability. This capability is readily available at a variety of locations in each community. The signal may also be received by re-transmission through a statewide video delivery network. Receipt of the signal and/or the re-transmission of the signal for receipt at alternate locations is the responsibility of the state and/or site.

6. Phone Support: Support for student use on phone connections (primarily by computer interaction) should be provided through each site, but may also be supported by the individual student. There may be an 800 number on the University of Arizona campus.

7. Computer support: Each class will provide the opportunity for computer conference interaction by all students. Students should have access to a computer and a modem to facilitate this learning tool. A minimum of one computer/modem is required at each site and may be available to the students through a variety of resources such as the local library, in the classroom, or through the individual student's resources.

8. Membership Fee: States wishing to provide this service to their librarians are required to pay a one-time membership fee of $10,000 for states with a population of 10 million or more, $5,000 for states with a population of between 2 million and 10 million, and $3,000 for states with a population of less than 2 million. The fee may come from any state resource and will be

used to support the start-up costs of this effort and to ensure its success.

9. Travel: Each state coordinator will be asked to attend an annual meeting prior to the start of each year in Tucson to meet with faculty, discuss resources, and plan for the operations of the program.

Graduate Assistant

Description of Responsibilities

1. Required to attend class offerings for all assigned classes.
2. Maintain office or consultation hours at times reasonable for the students served.
3. Be responsible for leading discussion groups/sessions as directed by the instructor.
4. Maintain attendance and registration records for the class, and transmit those to the state coordinator.
5. Transmit papers, examinations, and other course-related materials to the state coordinator or the Graduate Library School on a timely basis.
6. Act as liaison with the local library to insure the maximum utilization of the collection by students in the program.
7. Act as liaison with the local telecommunication or distance learning site to insure smooth operation of the course.
8. Required to attend statewide Graduate Assistant meetings, as required by the state coordinator.

9. Act as representative of the University of Arizona in maintenance of academic standards and integrity.

State Coordinator

Description of Duties

1. Assist in the promotion and advertising of the program on a statewide basis.
2. Act as liaison with librarians in the state and with state library organizations.
3. Be responsible for recommendations and local performance evaluations of graduate assistants.
4. Be responsible for all in-state telecommunication activities.
5. Act as liaison with state board of higher education and college/university officials.
6. Attend state coordinators meetings.
7. Be responsible for organizing and conducting statewide meetings of graduate assistants.
8. Be responsible for procuring all local and state permissions.
9. Maintain working relationships with WICHE, University of Arizona, and local/state groups.
10. Transmit class-related materials to the Graduate Library School on a timely basis.

Library Facilities Description

1. The library must have materials available for use both on-site and for loan to students in the program.

2. The library must have the capability of placing materials on reserve for use by students in the program.

3. The library must have the ability to offer students in the program interlibrary loan services either free or at a cost equal to that charged to regular patrons.

4. The library must be open and available to students in the program at times conducive to intensive and time-intensive study.

5. The library must have a basic collection covering the materials on course reading lists.

6. In general, college or university library facilities are preferable. The collections of larger public libraries are also acceptable.

APPENDIX G

CONTINUING EDUCATION ROLES FOR THE NEVADA STATE LIBRARY AND ARCHIVES

1. Coordinating continuing education programs on a state-wide basis involving practicing library and information science personnel, employing libraries, library associations, and library educators (involved with graduate, undergraduate, and community college technician programs).
2. Providing a link between individual libraries and nationwide and regional plans.
3. Identifying priority continuing education needs of the state.
4. Justifying continuing education for librarians to the state funding body so that adequate support for such activities can be secured.
5. Providing role models by instituting sound internal training and staff development programs.
6. Planning, implementing, and evaluating state-wide continuing education programs based on the identification of needs:
    a. Providing basic training in technical services.
    b. Providing consultant services.
    c. Promoting and publicizing regional and in-state opportunities.
    d. Conducting institutes and seminars.
    e. Experimenting with new training techniques, such as simulation.

f. Intensifying existing continuing education programs.

7. Appointing at least one employee to be in charge of the coordination and promotion of continuing education to serve as a Linking Agent.

8. Sponsoring and producing research to assess statewide continuing education needs, identifying particular needs for special groups, evaluating present programs, and developing background information for new program ideas.

9. Directing certification programs to provide added "clout" in dealing with librarians affected by certification.

10. Producing quality communication instruments concerning continuing education programs and events.

SOURCE: DuMont, R., ed. (1986). Continuing education and the state library agency. In: McClure, C. State library services and issues: facing future challenges. Norwood, New Jersey: Ablex Publishing Corporation, p. 117.

APPENDIX H

COMPETENCIES FOR THE ROLE OF THE ADULT EDUCATOR

The following outlines a list of knowledge, skills, and abilities:

I. As a Learning Facilitator

A. Regarding the conceptual and theoretical framework of adult learning:

1. Ability to describe and apply modern concepts and research findings regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners.

2. Ability to describe the difference between youth and adults as learners and the implications of these differences for teaching and learning.

3. Ability to assess the effects on learning of forces impinging on learners from the larger environment (group, organizations, communities).

4. Ability to describe the various theories of learning and assess their relevance to particular adult learning situations.

5. Ability to conceptualize and explain the role of teacher as facilitator and resource to self-directed learning.

B. Regarding the designing and implementing of learning experiences:

1. Ability to establish a warm, mutually respectful, facilitative relationship with learners.

2. Ability to engineer a physical and psychological climate of comfort, interactiveness, collaborativeness, openness, and mutual trust.

3. Ability to engage learners responsibly in self-diagnosis of needs for learning.

4. Ability to engage learners in formulating goals, objectives, and directions of growth in terms that are meaningful to them.

5. Knowledge of the rationales for selecting a variety of materials, methods, and techniques for achieving particular educational objectives.

6. Skill in using a broad range of materials, methods, and techniques and in inventing techniques to fit new situations.

7. Ability to involve learners appropriately in the planning, conducting, and evaluating of learning activities.

8. Ability to design learning experiences for accomplishing a variety of purposes while taking into account individual differences among learners.

9. Ability to make use of small-group processes effectively.

10. Ability to evaluate learning procedures and outcomes and to select or construct appropriate instruments and procedures for the purpose.

II. As a Program Developer

A. Regarding the planning process:

1. Ability to describe and apply fundamental concepts (e.g., goal setting, forecasting, social mapping, social action, systems theory, leadership identification, needs assessment) that undergird the planning process in adult education.

2. Ability to involve community representatives appropriately in the planning process.

3. Ability to develop and use instruments and procedures for assessing the needs of individuals, organizations, and subpopulations in communities.

4. Ability to work effectively with various agencies in the community in collaborative program planning.

B. Regarding the designing and operating of programs in adult education:

1. Ability to select and use procedures for constructing andragogical process designs.

2. Ability to design programs with a creative variety of formats, activities, schedules, resources, and evaluative procedures.

3. Ability to interpret census data, community surveys, needs assessments, etc., in adapting programs to specific clienteles.

4. Ability to use planning mechanisms, such as advisory councils, committees, task forces, etc., effectively.

5. Ability to develop and carry out a plan for program evaluation that will satisfy the requirements of institutional accountability and provide for program improvement.

III. As an Administrator

A. Regarding organizational development and maintenance:

1. Ability to describe and apply theories and research findings about organizational behavior, management, and renewal.
2. Ability to formulate a personal philosophy of administration and adapt it to various organizational situations.
3. Ability to formulate policies that clearly convey the definition of the mission, social philosophy, educational commitment, etc., of an organization.
4. Ability to evaluate organizational effectiveness and guide its continuous self-renewal process.
5. Ability to plan effectively with and through others, sharing responsibilities and decision making with them when appropriate.
6. Ability to select, supervise, and provide for in-service education of personnel.
7. Ability to evaluate staff performance.
8. Ability to analyze and interpret legislation affecting adult education.
9. Ability to describe financial policies and practices in the field of adult education and to identify a variety of funding sources.

10. Ability to perform the role of change agent vis-a-vis organizations and communities utilizing educational processes.

B. Regarding program administration:

1. Ability to design and use promotion, publicity, and public-relation strategies appropriately and effectively.
2. Ability to design and operate programs within the framework of a limited budget.
3. Ability to make and monitor financial plans and procedures.
4. Ability to prepare grant proposals and identify potential funding sources for them.
5. Ability to make use of consultants appropriately.
6. Ability and willingness to experiment with programmatic innovations and to assess their results.

SOURCE: Knowles, M. D. (1988). The modern practice of adult education: from pedagogy to andragogy. Rev. ed. New York: Cambridge Press.